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ABSTRACT

Alverno College (Wisconsin) defines a curriculum in which all students demonstrate certain major abilities within their disciplines or professional areas, and it assesses those abilities as its primary graduation requirements. The college-wide assessment center has enabled assessment of complex abilities not easily tested through a single course. The paper describes the performance assessment process in place at Alverno. It illustrates one competency, interactive ability, with behavioral criteria for evaluating levels of achievement; shows how assessment instruments are designed to elicit interactive ability; identifies procedures for assessor training; describes methods of student self-evalution; and discusses the validity of this approach to assessment. Three different professional curricula--management, nursing, and education--have defined interactive ability as an expected outcome, and their assessments are illustrated. The validity of the tests, evaluation criteria, and the evaluation process are studied by the college's Office of Research and Evaluation. Appendices include behavior rating scales and detailed criteria for student evaluation in each of the three areas. (GDC)

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ASSESSMENT IN MANAGEMENT, NURSING, AND TEACHING AT ALVERNO COLLEGE

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A B S T R A C T

Alverno College was the first liberal arts college in the nation to redefine an entire curriculum in terms of what it enables a student to do, and to teach toward and assess those abilities as its primary graduation requirement. Since 1973, a college-wide assessment center has enabled assessment of complex abilities not easily tested through a single course. The college also has a fully staffed Office of Research and Evaluation designed to study the validity of its assessment process.

This paper describes the performance assessment process in place at Alverno. It presents one ability (interactive) with behavioral criteria for evaluating levels of achievement, shows how assessment instruments are designed to elicit interactive ability, identifies procedures for assessor training, describes methods of student self-evaluation, and discusses the validity of this approach to assessment.

ASSESSMENT IN MANAGEMENT, NURSING, AND TEACHING AT ALVERNO COLLEGE[1]

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Alverno College is a liberal arts college for women with a strong focus on preparing its students for professional careers. It presently serves more than 1,500 degree students, who attend Alverno on both weekdays and weekends. Accountability for student outcomes is centered in the values of the college. Some of the liberal learning values underlying the curriculum are active self-sustained learning, involvement in learning, individual development and change, realization of human potential and self-assessment, application of knowledge, and achievement of competence and efficacy. In 1973, the faculty forcefully expressed these values by designing a new curriculum in which all students had to demonstrate certain major abilities within their disciplines or professional areas in order to graduate. These abilities include communication, analysis, problem solving, valuing, social interaction, taking environmental responsibility, involvement in the contemporary world, and aesthetic response (Alverno College Faculty, 1976).

In the process of defining these abilities, the faculty realized that students would be more likely to develop self-sustained learning if they participated in a process that assessed these abilities directly. The faculty subsequently designed an institution-wide assessment system to measure each student's progress in developing her abilities, to give each student diagnostic feedback, and to certify that each student had achieved these abilities for graduation. This system constituted a first approach to assessment of student outcomes (Alverno College Faculty, 1979).

A complex individual assessment process is central to Alverno's ability-based curriculum. The faculty create criteria or descriptive statements that give a picture of each ability to be assessed. Then they design instruments to elicit evidence of that ability in each student. To judge students' performance, faculty, students, and external assessors from the Milwaukee professional and business communities use the criteria to determine what aspects of an ability a student has already developed and which need further attention.

Students in professional majors like management, teaching, or nursing are required to demonstrate all eight abilities to an identified level in their general education program. Within the curriculum of their major, they demonstrate, to a more advanced level, those abilities that faculty have specified within the goals of a given program and/or course, as integral to their selected profession.

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[1] In Marcia Mentkowski (Chair). Performance Assessment of Student Abilities, in Undergraduate and Graduate Professional School Curricula. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, April, 1986.

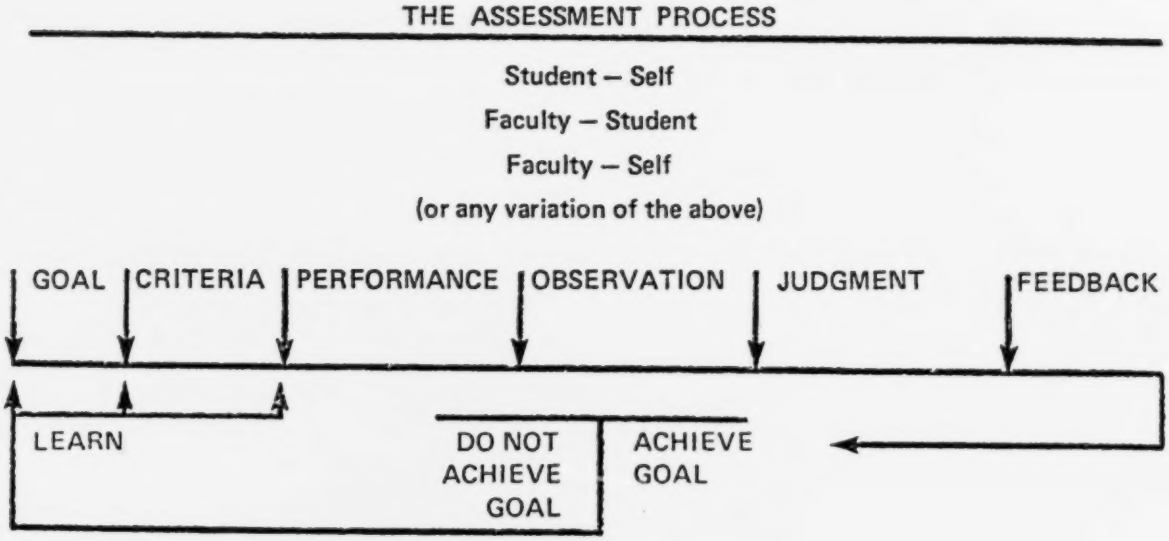
Assumptions and Components of Assessment

Assessment design flows from a series of important assumptions about learning and its relation to assessment. For example, faculty believe that learning involves a change in behavior. Learning includes development of abilities that incorporate, apply, and extend knowledge. Learning is enhanced when the learner sets out to achieve explicit goals.

The faculty also assume that assessment can describe and judge the level of learning that an individual has reached. At the same time, assessment can contribute to learning by making goals and criteria explicit and by eliciting behaviors that demonstrate and exercise an ability. Furthermore, any attempt to assess an ability increases understanding of it for teachers and students (Loacker and others, 1984; Earley and others, 1980).

The assessment process built on these assumptions is depicted in Figure 1. It has six components. First, the ability that constitutes the learning goal must be explicit. Second, explicit criteria describe the ability. Third, the student provides a sample performance. Fourth, careful observation of the performance and application of the criteria lead, fifth, to expert judgment and, sixth, to feedback that provides the student with information on the strengths and weaknesses of the performance. Underlying the process are multiple judgments across contexts, self-assessment or judgment by the student assessor, appropriate levels of externality, and certification of the ability.

Figure 1. Components of the Assessment Process



Characteristics of Assessment

The assessment process is designed to provide assurance that the abilities that a student shows are at some point becoming personalized -- part of her habitual way of handling situations. To accomplish that purpose, assessment instruments are designed to contribute to a process that is generic, developmental, and holistic.

Externality and Multiplicity. First, because the abilities that Alverno students are required to develop are generic, the assessment process must cumulatively focus on abilities that are not simply specific to a particular task or situation. Abilities must be transferred and modified in various situations. Thus, assessments administered to students must be both external and multiple. Externality appears in several ways and to varied degrees. For example, the criteria used to assess a given ability level can be developed by department members outside a particular course setting. The instruments used or developed can involve content across courses or disciplines. Assessors themselves are often drawn from outside the classroom and from off campus. Multiplicity occurs by requiring a single ability to be validated in several settings and by using multiple viewpoints -- instructors and faculty co-assessors, off-campus assessors, peers, and self-assessment. The use of multiple assessment gives the student the opportunity and the obligation to seek certification in a variety of settings.

Explicitness and Structured Feedback. Second, the faculty approach student abilities in developmental ways. This means not only that ability levels are sequenced in a progressive learning pattern but the assessment itself becomes a teaching tool. Faculty make assessment a teaching tool by making assessment techniques and criteria public and explicit and by presenting the results to students immediately, in detail, in a structured feedback situation.

At the beginning of each course, the instructor spells out the course goals in the syllabus, including the ability levels that a student should be ready to demonstrate as a result of the course experience. In the syllabus, the instructor relates particular course materials and assignments to the goals of the course. The syllabus specifies the assessment techniques to be used and enumerates the criterion which students' work will be judged. During the course, each student receives ongoing assessment. Ongoing assessment gives both student and instructor a diagnostic view of the student's learning progress. As soon as possible after each assessment, the student receives detailed feedback on her performance as regards the overall course goals and the specific criteria set forth in the syllabus.

Whether the assessment situation is as simple as a series of one-paragraph responses to questions about a film, or as complex as presenting a marketing plan to the executives of a corporation, faculty use it as a learning experience. Ideally, assessment should foster a process of working toward explicit, known goals, with frequent stops to determine the state of the art in the ability that the student is working to develop.

Cumulative, Expansive, and Integrated Nature. Finally, student abilities are in reality holistic; they are parts of the whole person. Sequential levels of abilities are therefore cumulative in both experience and assessment. Each level builds on and includes the preceding levels, and the student has frequent opportunities to further evaluate and refine abilities that have already been credentialed. Indeed, faculty constantly coordinate instructional efforts to ensure that this occurs automatically.

At the same time, learning and assessment look beyond the level at hand. In each course or individual learning experience and in each assessment situation, faculty attempt to elicit the most advanced possible performance from students. That the possibilities for exhibiting competence are expansive is most evident at the advanced levels. There, students are assessed in complex situations, sometimes in actual professional settings, like a hospital or school classroom, that challenge their abilities to their fullest. In recording exact information about a student's performance, assessors may be called on to judge whether a given element is present

or absent, to quantify its frequency, or to use a rating scale. Always, they are expected to note illustrative examples as evidence. However, in both qualitative and quantitative measures, faculty take care not to place a ceiling on the degree to which a student may excel in demonstrating the criteria involved.

That abilities and their assessment are integrated by nature is, again, most apparent at the advanced levels. Early assessments are fairly well enclosed in their design in order to focus the student's attention on a particular element of a single ability. However, by the time a student is working at advanced levels, faculty are looking explicitly at several abilities operating in concert.

Insistence on a holistic focus has helped to remind faculty of the surprising variety of ways in which a given ability can be demonstrated. The students' myriad variations on the theme set by a given instrument continually broaden faculty awareness of what to look for as well as provide concrete evidence of students' own unique, developing styles. Assessors are thus enabled to appreciate a wide range of definitions for successful performance. They also learn more about how to design assessment experiences, fine-tune them for specificity, and open them to elicit the richest possible response.

The design of instruments to assess all levels of student abilities within and across all disciplines has become a major creative work for Alverno faculty. Instruments include live and videotaped work samples from science labs or the classrooms of student teachers. They include written and oral samples of thinking, such as logs or reflective presentations. Individual and group simulations, ranging from simple written exercises and short case studies to complex organizational situations that extend to a week and beyond, are especially valuable. Such assessments require students to apply their knowledge, gather new data, and solve complex problems appropriate to their discipline. Faculty continually review their own and each other's instruments to ensure that all assessment components are present and that the performances elicited and the criteria identified provide a credible picture of the ability to be demonstrated.

Benefits of Assessment

The intended function of the individual assessment process is to provide each student with diagnostic information on her progress in developing abilities, to contribute to the progress itself and her understanding of the abilities, and to credential each student's performance. However, assessment can also be used to improve the curriculum and establish its internal validity.

First, data on individual student performance in the assessment process are a major way of determining whether teaching and assessment designs for learning are actually working and for whom. Such data can be examined as a part of course evaluation. Thus, general and specialized learning outcomes become the content of conversation within and across departments. Because all students and faculty participate in the assessment process and use its common language, learning becomes the stuff of discussion at many levels in the college. Both students and faculty can ask of each situation, Is this what we want to happen?

Participating in the assessment process has helped students to develop self-sustained learning (Mentkowski and Doherty, 1984). In confidential, longitudinal interviews, students attributed the ability to take responsibility for their own learning and to develop different ways of learning to feedback from faculty on their strengths and weaknesses in performance situations. Other factors that students and alumnae have identified as important are the opportunities for self-assessment -- for judging their own performance against explicit criteria.

The assessment process is also clearly a benefit for faculty. Information on particular abilities and on how students perform them leads faculty to a better understanding of what they teach and what standards they use. It enhances their knowledge of individual differences in students' performance of an ability and of how students learn.

Thus, the assessment process is the best source of data for immediate day-to-day improvements in the curriculum. As student performance data become available, faculty have ways of judging how students are learning well before the end of the semester. They can adjust their teaching strategies accordingly, or they can redesign the assessments in order to elicit an ability better.

Through a commitment to assessment and the constant generation of information on student learning, the assessment process keeps the institution focused on the development of student learning outcomes. The value that the institution places on learning about how to teach and on giving feedback on performance is constantly emphasized through the assessment process. Learning to assess is an important way in which new faculty become effective teachers. Learning to assess themselves is an important way in which students become effective learners.

Assessment in Three Professional Fields: Interactive Ability as an Example

At Alverno, interactive or interpersonal ability is integral to specialization in each of the three areas of management, nursing, and teaching. Like the other seven abilities, interactive ability has been carefully analyzed by faculty on the basis of their expertise in their field and their experience of student and professional performance of that ability. The resulting sequence of levels represents a set of generic standards or benchmarks that serve as a starting point for more specific criteria on which assessment is based. When students majoring in management, nursing, or teaching begin advanced work in their field, they have already demonstrated the first four levels of interaction, as well as of the other abilities. The more advanced levels are defined within the context of each area.

Interaction in Preparation for Specialization. The first four generic levels, which students must meet before beginning specialization, are:

Level 1 -- Identifies own interaction behaviors utilized in a group problem solving situation

Level 2 -- Analyzes behavior of others within two theoretical frameworks

Level 3 -- Evaluates behavior of self within two theoretical frameworks

Level 4 -- Demonstrates effective social interaction behavior in a variety of situations and circumstances

An example of an assessment at level one is a task-oriented simulation for groups of six students. While a team of six assessors observe and record each student's verbal and non-verbal behavior, she and her five peers work to reach a consensus.

Afterwards, she outlines the 30 to 40 minute interaction as best she can from memory, and evaluates the group's achievement of its goals. She then assesses her strengths and weaknesses, and those of each of her peers, according to specified criteria. After the external assessors reach consensus, she meets for a one-to-one feedback session with a member of the assessor team. (Appendix A)

Assessment at level four is carried out in five different settings in disciplines like psychology or science. Within each setting, students are required to participate in four videotaped group situations varied in context and population. For each group situation, they must write a description of the nature and purpose of the interaction, their role and tasks in the group, their personal goals both for contributing to the group and increasing their own effectiveness, their fore-knowledge of the group members, and the environmental aspects needing control to assure effective interaction. After each interaction, they must analyze and evaluate the group performance as well as their own on the basis of criteria identified by a team of faculty experts in interaction. The instructor uses the same criteria to assess their performance in each group situation and their analysis of the interaction and gives them written feedback. (Appendix B)

Advanced Interactive Ability as an Expected Learning Outcome in Three Professional Areas. Advanced interactive ability is explicit in the statements of expected outcomes for management, nursing, and teacher education majors. Management faculty have specified Interpersonal Leadership and articulated it in three of six abilities their students must develop:

(1) Organize, direct, and control activities necessary to achieve group objectives
(2) Integrate analytic, problem-solving, and interpersonal abilities in a variety of problem contexts
(3) Use leadership styles that facilitate achievement of objectives.

Nursing faculty have incorporated interactive ability in two out of six abilities they require of their students:

(1) Interact in an effective goal-directed manner
(2) Collaborate as a health team to facilitate the adaptive process.

Among four abilities that teaches education faculty have named as requirements for prospective teachers is Integrative Interaction: acting with professional values as a situational decision-maker, adapting to the changing needs in the environment in order to assist students to develop as learners. Assessment in interactive ability for management, nursing and teacher education majors is based on the goals stated by the faculty of the respective departments.

Assessment of Interactive Ability in Management. Management students participate in assessments of interactive ability in situations both internal and external to their courses. An example of an extended, integrated assessment is a project required in the Marketing and Management course. Students in assigned groups select a company for whom they will work as a development team. In this simulation students must apply marketing concepts and frameworks in their analysis of the company and its products. They must consider such things as economic, social, technological, and political factors in developing their new products. Their task is to produce an extensive written marketing plan for the company, based on comprehensive analysis and addressed to the Board of Directors of the company. Finally, they make an oral presentation to the Board.

In this assessment, judgment is based on criteria identified by the management faculty. The criteria, like the performance, incorporate an integration of interactive ability with analysis and problem-solving ability as defined by the management faculty. In a judging process, the instructor applies the criteria to the written product and oral presentation. Each student assesses her own performance and that of each of her peers throughout the process. (Appendix C)

Assessments of Interactive Ability in Nursing. In nursing, Alverno students are assessed for advanced levels of interactive ability in situations that involve a client, a group of clients, and/or members of a health team. Their assessments

take place within classes and external to class, either on campus or at a clinical site. The professional goals emphasized are on active professional participation in a health team and interaction in a reflective, rational manner -- whether with clients or with members of a health team.

An important interactive assessment for nursing students is what the department has termed the clinical co-assessment, required at three different times in increasingly complex situations during the three semesters before graduation. The student is assessed as she provides nursing care to an actual patient in a clinical setting. For a period of four hours, she is observed by an Alverno nursing faculty member and another especially trained RN with at least a BSN. These co-assessors use expert judgment in applying specified criteria and behavioral evidence to reach consensus on the effectiveness of the student's performance. After evaluating her own performance, the student receives written and oral feedback. (Appendix D)

Assessment of Interactive Ability in Teaching. Teacher education majors are assessed for the interactive abilities that are expected of teachers entering the field. Having practiced these abilities in classroom interactions with their peers and in simulated or actual interactions with children, they are also assessed in these situations and are gradually advanced through a series of field experiences, to an assessment of their student teaching.

A supervising teacher from the Alverno faculty and an on-site cooperating teacher use the same set of pre-determined criteria to judge the students' performance in teaching -- the former using behavioral evidence from two 2-3 hour performances and the latter, from 3-4 weeks of full-day performance. When observing, the Alverno faculty member also videotapes the performance so that the student teacher can also assess at least two performances by more direct observation. The student's self-assessment of the other ongoing performance, though based on the same explicit criteria, requires the judgment of remembered performance as perceived through the student's own experience of it. (Appendix E)

Assessor Training

For beginning interactive ability at Alverno, faculty experts in social interaction identify the criteria and train other faculty and external assessors from the Milwaukee business and professional community who assist them in assessing. In each case, initial assessor training involves a careful discussion of the philosophy and purpose of assessment as an integral part of the learning process at Alverno and of the criteria for the particular assessment for which the assessor is being trained. The training sessions also include a number of simulations, in which assessors-to-be practice with live or videotaped performances to refine their observing, recording, and judging skills. Continuing training focuses on further refinement of their ability to develop expert judgment to reach consensus, to provide specific, supportive feedback, and to write evaluative statements that summarize student performance in terms of strengths and weaknesses.

Beginning assessors, once trained, are usually teamed with experienced assessors for their first "live" experiences. Training is developmental, tailored to individual assessor needs in terms of each assessor's level of development. The faculty who assess a given ability design the training program and implement it in cooperation with the Assessment Center coordinator for external assessment. Experienced, qualified assessors participate in training new assessors.

For more advanced interactive ability in management, nursing, and teaching, the assessors are faculty and/or expert practitioners in the respective profession. The same general procedures are followed with increased emphasis on the refinement

of criteria based on the experience of the external practitioners as well as on deepening understanding of student performance.

Methods of Student Self-Assessment

Alverno faculty have found that assisting learners to develop the ability to self-assess is a multi-dimensional process. It means teaching them to observe themselves in action. It requires students to develop the habit of asking what these observations mean about their own behavior and the underlying array of expectations, knowledges, and abilities that these behaviors represent. It asks students to make judgments about the effectiveness of their behavior in reference to a set of standards or criteria rather than making comparisons to the work of peers. It asks them to make distinctions between external and internal sources of their behavior. Finally, developing complex self-assessment ability involves learners in finding more effective, yet distinct, models of performance that can serve as behavioral alternatives for future development.

In other words, with self-assessment as with other abilities, students need practice in the form of multiple opportunities and formats for self-assessing. Especially at the start they need experiences that will stir motivation and give direction to the self-assessment process by enabling them to see where they are, why they are there, and what they need to go further.

Modes of self-assessment that Alverno faculty have called for from the student include criteria checklists; short answers, paragraphs, or essays reviewing their own performance and analyzing the process they used; charting of what was done in the assessment and in what way; identifying strengths and weaknesses; and directed self-learning followed by one-to-one interviews discussing the correlation between faculty assessment and student self-assessment.

Research on Self-Assessment

In interviews with students as they graduate and reviews of statements made by students as part of their assessments, Alverno researchers have identified patterns that characterize the kind of self-assessment beginning, intermediate, and advanced students are able to do. These patterns have suggested to faculty how to design self-assessment formats that can be helpful at each stage.

Beginning students, for instance, have trouble relating specific, concrete evidence of aspects of their performance to the judgments they make about their work. They tend to make global judgments and, when asked, write down very brief statements, with one eye on what the assessor might think of them.

Alverno faculty have found that having students watch videotapes of their performance in a group setting or reread an essay using a diagnostic framework are effective approaches in teaching beginning learners to observe performance and self-assessment. To help them take more initiative, faculty frequently provide assessments followed by checklists or sets of questions that structure the students' self-assessment in a detailed, systematic manner and help elicit information about their performance that is positive and goal-directed rather than self-deprecating.

Intermediate Students. As learners begin to internalize models of effective performance in different areas of study, they tend to focus on comparing their performance to these models. They then give criteria a special importance in providing an overall picture of the ability they are to demonstrate. Faculty find that whether students are writing essays in a literature course, analyzing

historical documents, or investigating natural phenomena, they are able to look at themselves from a more holistic perspective. They also begin to describe themselves as having a "sense" of whether their own performance in a given situation is essentially competent or not.

When students can take a more holistic perspective, they are ready to use self-assessment formats that can assist them to examine their work across a variety of assessments, thus helping them observe patterns and motivate future efforts. One particularly effective method is one in which learners are asked to self-assess on the basis of a course's major outcomes as indicated in the syllabus.

Advanced Students. As learners advance beyond a basic understanding of effectiveness in each area of study, they give evidence of internalizing standards of self-assessment and begin to rely on their own standards for determining the actions they might take. Consequently, a number of self-assessments which are designed into senior-level assessments ask the learner to set forth the criteria she would use to evaluate her work. In this way the student is challenged to take more responsibility for evaluating her own performance and is provided an opportunity to expand her conception of what effective performance might mean in the situation.

Uncovering other self-assessment behaviors that characterize students at developing stages during their college years is part of the ongoing research at Alverno. It enables faculty to further develop their theory out of their experience with students and thus to create better designs for self-assessment.

The ability to self-assess, as Alverno faculty see it, assists learners to know what they can do and not attribute their competence, once developed, to luck or to others. It helps them focus on what they experience and pull out what they have learned. In this sense, self-assessment can enable graduates to become their own best teacher and critic as they carry this ability to settings beyond the classroom.

Evaluation/Validation Issues

Validation of Identified Abilities. The Alverno Office of Research and Evaluation, in collaboration with faculty members studied the abilities of outstanding professionals in order to evaluate and validate the abilities that faculty identified out of their own experience as well as a review of the literature. This work included longitudinal studies of students, alumnae, and other professionals. (Mentkowski and Doherty, 1983, rev. 84; Mentkowski, DeBack, Bishop, Allen, and Blanton, 1980; Mentkowski, O'Brien, McEachern, and Fowler, 1982; Friedman, Mentkowski, Earley, Loacker and Diez, 1980; Friedman, Mentkowski, Deutsch, Shovar, and Allen, 1982; Alverno Assessment Committee/Office of Research and Evaluation, 1982, 1983; Diez, Doherty, Deutsch, Halbur, Schall, Mentkowski, and Schmitz, 1985) Findings of the studies indicate that these abilities are critical to work performance, that self-assessment is a key ability in the development of effective performance, that these abilities emerge in various other external instruments not faculty-designed, that changes in these abilities in students are due in part to the curriculum.

All of the above general statements also refer specifically to interactive ability. In addition, these studies showed that interpersonal abilities are as important as intellectual abilities and that alumnae report that interactive ability is critical to work performance. These findings suggest that liberal arts colleges should take seriously the development of interactive abilities.

Validation of Instruments and Criteria. The faculty-designed instruments and criteria at Alverno come under the scrutiny of other faculty in a continuous process of review and redefinition. This evaluation and revision process stimulates evaluation and revision of the instruments in a systematic way. Within this process, three strategies are operative. One is pre- and post-instruction comparison, which determines whether changes in student performance can be attributed to the effects of instruction. The second is criteria evaluation, which involves the clarification, revision, and refinement of criteria based on analysis of student performance. The third is establishing inter-rater reliability of assessor judgments, which enables an evaluation of reliability as well as the development of instrument criteria.

An extended study of representative instruments and criteria, including interaction assessment, showed that faculty-designed instruments are valid, that assessor judgment was reliable, and that instruments measured the effects of instruction. (Alverno Assessment Committee/Office of Research, 1980) The validity studies of instruments also enabled Alverno faculty to identify those criteria that discriminate effective performance from those that did not.

Ongoing Validation. The research/evaluation described above is a continuing process at Alverno. Already over one hundred instruments are in use and more are being designed. At any given time, an instrument might be at any stage of the validating process. The complex validation study that has included a longitudinal study and the researching of professionals as well as the evaluation/validation of instruments, has been ongoing for the past ten years. It will continue to address the questions that emerge from the analysis of student performance and the development of the curriculum. Work with select graduate professional schools on related abilities raised new questions. It will no doubt assist in the further refinement of abilities and criteria, in the development of new assessment and instructional strategies, and in clarifying the developmental nature and significance of self-assessment in relation to the life of a professional person.

Appendix A

ALVERNO INTERACTION ASSESSMENT LEVEL 1

Ability: Identifies own interaction behaviors utilized in a group problem-solving situation

Criteria for Credentialization:

1. Demonstrates an understanding of the various interaction behaviors utilized in a problem-solving situation:
   - leading behavior
   - reinforcing behavior
   - information/opinion seeking
   - information/opinion giving
   - challenging behavior
   - summarizing behavior
   - evaluating behavior
   - closure behavior
   - mediating behavior
   - advocating behavior
   - blocking behavior

2. Makes accurate judgments about the strengths and weaknesses of one's own interactive behavior

Stimulus: The student is given an instrument consisting of (1) a description of a task-oriented group situation and a description of the role she is to play in relation to other roles; (2) a pre-questionnaire in which she clarifies her own goals in relation to the group goal; (3) a post-questionnaire in which she evaluates the achievement of these goals and other aspects of her own social interaction; (4) a post-questionnaire in which she evaluates the social interaction of each of her peers; and (5) a final form on which she narratively describes the total interaction situation.

Assessment Process and Student Performance: In order to evaluate a given student's performance on this particular level of competence, the assessors observe her for 30-40 minutes with four other students in the simulated situation they have been directed to create. Assessors each evaluate two students by recording evidence in terms of specifically identified skills. After reaching consensus on the evidence related to each student's performance, with another team member, assessors compare it with the following sheets of data:

The student's evaluation of herself
The summary of the student's evaluations by her peers

The behaviors for which the assessors gather data are the same behaviors by which the student evaluates herself. The peer evaluation form is a modified version of the self-evaluation form.

Feedback and Credentialing: Assessors give feedback to the student for which they did primary recording. In the interpreting of that data with the student, the assessor helps her come to an understanding of her own strengths and weaknesses in the total situation.

Finally the assessor gives the student an opportunity to evaluate her own one-to-one behavior in the feedback session itself. Last of all the assessor has the student write a brief narrative description of her interaction. The assessor then judges whether or not she has met the performance criteria and credentializes her for having performed the ability.

Examples of some forms that accompany the instrument follow.

Alverno College

Interaction, Level 1
TEAM REPORT

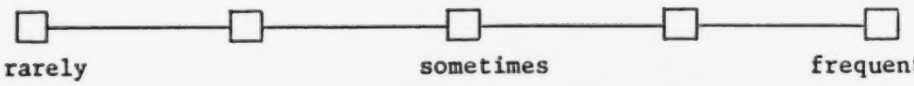
Assessment Center 12

Student's Number_____

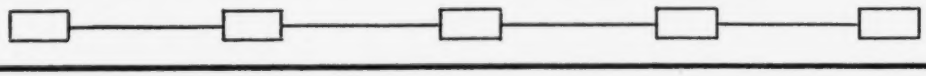
Group Number _____

Student's Name_____

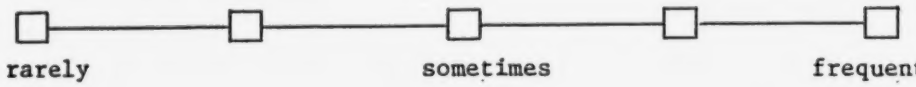
1. Leading behavior



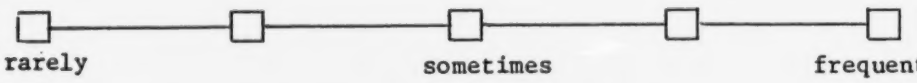
Composite Peer Report



2. Reinforcing behavior



3. Information/Opinion seeking



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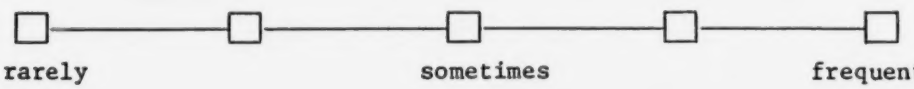

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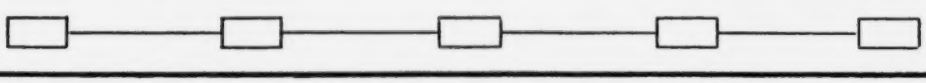
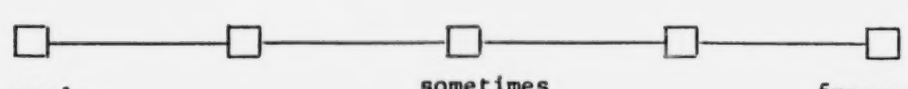


5. Challenging behavior



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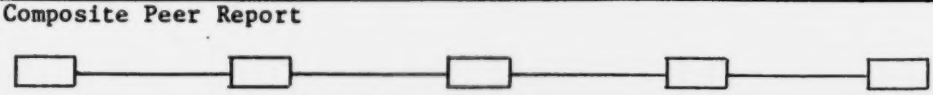

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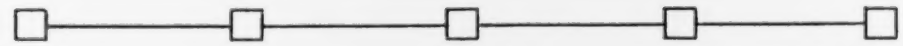
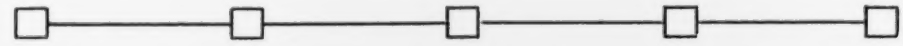
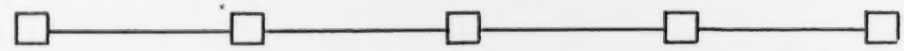
6. Summarizing behavior



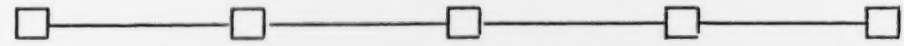
7. Evaluating behavior

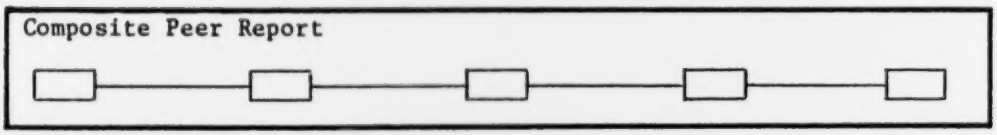


8. Closure behavior

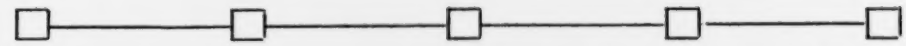


9. Mediating behavior

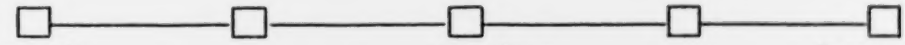


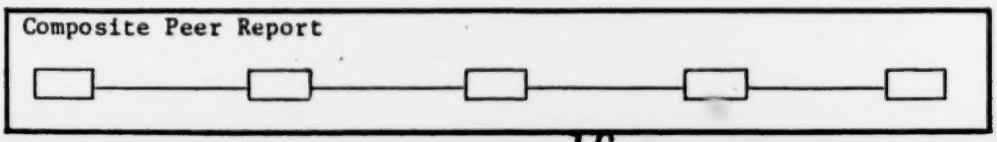


10. Advocating behavior



11. Blocking behavior (Identify:_____)





Assessment Center
Alverno College

Page 1

ASSESSMENT RECORD
C5L1: Social Interaction, Level 1

_____ Weekday College _____ Weekend College

Name_____

Date_____

Assessor_____

LIST OF BEHAVIORS	Assessor-student consensus check [x]	Str	Wkn
		(check a total of 3 or 4)	
1. Leading	r ☐ s ☐ f		
2. Reinforcing	r ☐ s ☐ f		
3. Information/opin.seeking	r ☐ s ☐ f		
4. Information/opin. giving	r ☐ s ☐ f		
5. Challenging	r ☐ s ☐ f		
6. Summarizing	r ☐ s ☐ f		
7. Evaluating	r ☐ s ☐ f		
8. Closure	r ☐ s ☐ f		
9. Mediating	r ☐ s ☐ f		
10. Advocating	r ☐ s ☐ f		
11. Blocking (Identify: _____ _____	r ☐ s ☐ f		

___ Credentialed. Student and assessor have reached consensus on student's strengths and weaknesses.

___ Not Credentialed. Student gives evidence of recognizing strengths and weaknesses but needs substantial assistance before moving to Level 2.

___ Not Credentialed. Student did not come to consensus regarding strengths and weaknesses and will register for Interaction at Level 1 again.

Comments: _____

_____

SI1285

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STUDENT: After feedback, please respond to the following questions.

1. In the group discussion, what did you learn about yourself as an interactor?

2. In the feedback session, what did you learn about yourself as an interactor?

3. Other comments:

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ASSESSMENT RECORD
C5L1: Social Interaction, Level 1

_____ Weekday College _____ Weekend College

Name_____
Date_____
Assessor_____

LIST OF BEHAVIORS
1. Leading
2. Reinforcing
3. Information/ opin.seeking
4. Information/ opin. giving
5. Challenging
6. Summarizing
7. Evaluating
8. Closure
9. Mediating
10. Advocating
11. Blocking (Identify: _____ _____

ASSESSOR: Describe the behaviors you observed the student exhibiting during her feedback session with you. Include specific examples of the behaviors you noted.

You may also want to compare those behaviors (the ones exhibited in feedback) to those the student exhibited in the group discussion.

You might like to include the learning goals you and the student mutually agreed on.

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Appendix B

ALVERNO INTERACTION ASSESSMENT LEVEL 4

Ability: Demonstrates effective social interaction behavior in a variety of situations and circumstances

Criteria for Credentialization:

- Develops an accurate perception of the situation and plans a chronological interaction strategy
  - --perceives the task goal as a problem solving situation
  - --identifies own position in relation to the task goal
  - --describes the key dimensions of the interaction setting
  - --develops a chronological strategy for assisting the group toward goal achievement

- Demonstrates a commitment to task goal achievement
  - --clearly states the purpose of the task
  - --reviews the task goal whenever appropriate
  - --summarizes or evaluates group progress in relation to goal achievement
  - --stimulates discussion through effective goal-related questioning
  - --shows enthusiasm for goal attainment through non-verbal behavior (facial expression, body posture, voice tone)
  - --assigns tasks to help implement decisions or attain consensus

- Builds group cohesion through effective use of person-oriented and task-oriented social interaction skills
  - --maintains appropriate eye contact with everyone in the group
  - --uses both person-oriented and task-oriented skills
  - --uses a broad spectrum of interaction skills
  - --chooses interaction skills appropriate to the situation
  - --attends to non-verbal messages and cues

- Demonstrates ability to challenge others constructively and to accept challenge from others with composure
  - --encourages those who exhibit withdrawing behavior
  - --challenges those who exhibit interfering behavior
  - --mediates differences by searching for common elements
  - --listens to others without interrupting when challenged with opposing points of view
  - --maintains an attitude of openness and responds flexibly when confronted with conflicting ideas
  - --shows ability to modify ideas or opinions when appropriate

- Gives evidence of preparing adequately for the content focus of the situation
  - --relates theory to practice
  - --cites information from outside sources
  - --contributes a fair share of ideas and suggestions
  - --points out implications of ideas presented
  - --synthesizes the thinking of others

- Demonstrates ability to accurately evaluate one's own social interaction effectiveness
  - --shows how the demonstrated behavior had the intended effect on other(s) as specified in statement of goals -- or -- provides an adequate rationale for any changes made in the plan

--cites examples of effective behaviors and states how they affected other(s) in the group
--identifies strengths and weaknesses of own performance
--points out ways to improve one's own effectiveness

Stimulus: Student is directed to participate in scheduled group discussions during class time. Task is given at time of taping.

Assessment Process and Student Performance: Group interaction assessment requires videotaping and observing by a faculty assessor, or a community external assessor for recording behaviors during group interaction. For 4 situations:

I. Preparation
   a. Write goals for your in-class, videotaped groups which are behavioral and measurable.
   b. Write specific strategies/behaviors and theorists, models and/or texts you will review in preparation for your group, which are appropriate for your stated goals.
   c. Specifically state your plans for input, practice and feedback as you work on your behaviors before videotaping your group.

II. Performance and Self-Assessment

Participate in designated group discussion. Watch the videotape and using the same criteria that your assessor uses, check the behaviors evidenced. Provide the quotations from the videotape that is evidence of the behavior checked.

III. Evaluation of the Group in Relation to Own Performance

1. List three specific verbal behaviors as evidenced during the group interaction. Describe how these behaviors effected achievement of the group established goal. (Use direct quotes of self and group member responses.)
2. List two non-verbal behaviors that affected achievement of the group established goal. (Provide evidence in terms of members' responses to you.)
3. Identify a verbal behavior that did not affect achievement of the group established goal. (Provide evidence in terms of members' response to you.)
4. Identify a non-verbal behavior that did not affect achievement of the group established goal. (Provide evidence in terms of members' response to you.)
5. Review II and your self-assessment.
   a. State rationale for the listed behaviors that were not evidenced within the interaction.
   b. State modifications in own behavior to improve process and/or quality of interaction.
   c. State at least 2 personal goals for the next group interaction and plans for goal attainment, including plans for input, practice and feedback.

Feedback and Credentializing: The instructor gives written feedback to the student on each of her performances. Using expert judgment the instructor or a community external assessor judges whether or not the student has met the criteria. The instructor then credentializes or refuses to credentialize the student for having performed the ability.

Appendix C

ALVERNO INTERACTION ASSESSMENT IN MANAGEMENT, ADVANCED LEVEL

Ability: Demonstrates and facilitates effective interpersonal and intergroup relationships in one's professional situation

Criteria for Credentialization:

- Defines present situation
  - --designs systematic information gathering procedures
  - --identifies sources of problem
  - --uses specialized information and terminology accurately (i.e. financial, organizational)
  - --draws on management principles, theory, or specialized knowledge (accounting, marketing, etc.) to explain and identify relationships
  - --makes explicit the constraints involved
  - --demonstrates awareness of impact of other goals/values in problem definition

- States goals of problem solving activities
  - --defines conditions that characterize resolved or desired problem situation
  - --states goals (objectives, purpose) that are
    - specific
    - measurable
    - realistic (identifies relationship to constraints)
    - time bounded

- Generates and evaluates alternatives
  - --generates comprehensive set of alternatives using creative techniques and/or methods of functional areas (personnel, accounting, etc.)
  - --applies evaluative techniques (statistics)
  - --demonstrates awareness of risks, consequences of each alternative

- Determines and selects plan of action (decision making)
  - --chooses activities which match goal constraints
  - --utilizes planning framework, tools to organize activities (Gantt Chart, etc.)
  - --prioritizes activities
  - --makes choices among competing personal, task and organizational goals involved
  - --analyzes impact of planned activities on people involved
  - --determines strategy to monitor, minimize potential conflicts, obstacles to goal

- Implements activities
  - --takes initiative and carries through activities completely
  - --in any interactive situation:
    - expresses feelings
    - accepts feedback
    - shows willingness to risk, experiment
    - expresses trust
    - faces conflict
    - shows flexibility
    - demonstrates accurate self-awareness

--periodically accepts formal leadership of a group (chairs meetings; project leader)
--as formal leader, demonstrates understanding of leader's role in meeting and responsibility to organization
--demonstrates ability to use directive and participative leadership styles
--as a group member:
works for intra-group collaboration rather than competitiveness
keeps others focused on task of group
encourages the use of all group resources (sharing of information etc.)
builds on individual members' strengths, minimizes weaknesses
demonstrates commitment to group goals rather than resistance, apathy
facilitates meetings by demonstrating all of the following behaviors:
initiates, reinforces, mediates, clarifies, challenges, summarizes, evaluates, terminates
--evaluates own behavior in group situations and modifies as appropriate
--in conflict situations:
influences other members to choose problem solving rather than win/lose approach
uses objective verbal and non-verbal behavior
redirects focus of behavior from personal criticism to task
emphasizes own professionalism, knowledge and skills re: task

- Evaluates effectiveness of activities in meeting goals
--designs process to monitor activities
--relates accomplishment of activities to goals, standards set
--revises activities when not meeting objectives
--self-assesses own behavior in accomplishment of goal

Stimulus:

1. The objective of this assessment or project is to provide the opportunity to develop your analytic, problem solving, and interaction skills in applying marketing concepts to a complex business situation.

2. Groups will be assigned for the project. Group members will be asked to evaluate the overall performance of themselves and each group member. Areas to be evaluated would be participation, social interaction and leadership.

3. As a group, select a major consumer product manufacturing company and identify its current product lines. Considering the corporate objectives of the company, analyze current products and their growth potential. Your major task is to identify and evaluate new product opportunities.

4. The end product should be a written marketing plan as described in the text. Your work should include an overall evaluation of the strengths, weaknesses, threats and opportunities of the company.

5. Your plan should be supported with research and documentation especially concerning the need for the new product and preliminary testing.

6. The plan for the new product should cover physical development, packaging, brand name, costs of production, pricing strategy, distribution strategy, promotion strategy, target market description and sales forecast.

7. The project should be conducted in the context of a new product development team. The written and oral presentation should be directed toward the VP of Marketing, President and other top executives. The written and oral

presentations should be separately developed for each presentation. In other words, the oral should not just be an oral version of the written.

8. It is expected that written and oral work will be done using effective writing and speaking communications criteria.

9. An interim report outlining the SWTO of the company and your new product concept is due __(date)__.

10. You should discuss your choice of company as early as possible with your instructor for approval.

Assessment Process and Student Performance: (Described in instructions which provide the stimulus above.)

Self-Assessment: While you should develop your own unique approach to the evaluation of yourself and other members of the group, you should consider the points raised in the syllabus. Your evaluations should at a minimum:

- analyze how the group functioned
- describe how decisions were made
- identify significant problems and how they were resolved
- describe the group's achievements and how they were accomplished
- develop a set of recommendations to improve group performance in the future
- describe the specific contribution, strength and developing area of each group member

These evaluations are due no later than __(date)__. You may place them in the context of confidential memos to the Vice-President of Marketing.

Feedback and Credentializing: The instructor will use expert judgment to apply the criteria to the individual's performance as reflected in the oral and written presentation, peer assessments, and self-assessment. Credentialization for having performed the ability in one setting will accompany the judgment that the student has met the criteria.

Appendix D

ALVERNO INTERACTION ASSESSMENT IN NURSING, ADVANCED LEVEL

Ability: Interacts with client and others responsible for clients' health, as an active member of a health team in a professional manner characterized by reflection and rationality

Criteria for Credentialization:

1. Initiates interactions which are supportive to the individual's sense of dignity and worth.

2. Establishes interactions which facilitate the client's adaptation.

3. Determines roles within an interaction which facilitates the adaptive process.

4. Assumes responsibility for the effect of own behavior in relationship with others.

5. Draws on resources of the health team members to facilitate the client's adaptive process.

6. Identifies own role as a member of the health team.

7. Participates as an active member of the nursing team.

8. Facilitates the implementation of the plan of care developed by the health team.

9. Identifies the elements that contribute to the effectiveness of the health team in facilitating the client's adaptation.

Stimulus: Directions and arrangements for providing nursing care to a patient in a clinical setting for a period of four hours

Assessment Process and Student Performance: The student providing nursing care to a patient in a clinical setting for four hours is observed by her instructor and another specially trained RN (with at least a BSN) from the clinical setting. The co-assessors meet and use expert judgment to reach consensus on the performance of the student.

Self-Assessment: The student assesses her own performance on the basis of the criteria used by the co-assessors.

Feedback and Credentialization: The assessor/instructor gives the student written and oral feedback on the judgment reached by the co-assessors and credentializes her for having performed the ability in one setting.

Appendix E

ALVERNO INTERACTION ASSESSMENT IN TEACHING, ADVANCED LEVEL

Ability:

- Perceiving and responding to basic elements of interaction
- Demonstrating awareness of the limitations inherent in the situation, the learners, and the self
- Taking responsibility for diagnosis, assessment, and intervention

Criteria for Credentialization:

1. Encourages individual participation while effectively directing group activity
2. Stimulates students to question and respond
3. Gives satisfactory answers to students' question and comments
4. Guides inter-student discussion
5. Guides pace of learning activities
6. Shows rapport with students
7. Shows interest in students' ideas, concerns, experiences, interests
8. Demonstrates an adequate understanding of individual differences, especially cultural and psychological differences
9. Shows respect for varied student perspectives
10. Uses feedback to assist student to become a self-starting learner
11. Deals with range of classroom situations with confidence and calm
12. Shows ability to make decisions and assume responsibility for them
13. Assesses own performance
    a. dealing with individuals in a way that recognizes their personal qualities
    b. evaluating own ability to recognize students' personal backgrounds and to read their nonverbal communication in order to respond appropriately
    c. gaining a sense of the interaction of the group as affecting learning
    d. designing learning to best relate to the characteristics of the group and individuals within it

Stimulus: Directions and arrangements for student teaching

Assessment Process and Student Performance: Process of cumulatively assessing performances of student teacher in assigned classroom

The college instructor and the on-site supervising teacher observe the student and use expert judgment to reach consensus on her performance.

Self-Assessment: The student keeps a day by day log analyzing her performance and evaluating it on the basis of the same criteria used by her instructor and supervising teacher.

Feedback and Credentialization: The student receives written and oral feedback, both ongoing and final, from the instructor and supervising teacher. The instructor credentializes her for having performed the ability.

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